A MESSAGE FROM THE NATIONAL COMMITTEE ON EDUCATION BY RADIO*

The services which the National Committee on Education by Radio renders to educational broadcasting are too well known by the members of this audience to need much elaboration. When the Committee was formed in December 1930 it enumerated those services in its bylaws.

One activity which has been extremely important to the members of this group is the maintenance of a service bureau "to assist educational stations in securing licenses and in other technical procedures." For several years the Committee has employed an attorney and placed him at the disposal of the members of the National Association of Educational Broadcasters. He is paid a retainer of $200 a month. The lack of sufficient financial support will make it impossible for the Committee to provide this service beyond the present year. It might be desirable for the members of your organization to consider means by which sufficient funds could be raised to continue the services of Mr. Lohnes or to secure those of some other attorney well qualified in the practise of radio law.

A second function of the Committee has been the exchange of information thru its own publications and thru those secured from other sources. The periodical, Education by Radio, which reaches each of you regularly, is now in its fifth year. Reactions received by the Committee from leaders in educational and civic affairs both in this and in other countries have been convincing as to the influence which this publication has exerted. Other publications of the Committee, such as An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities and Radio as a Cultural Agency have been in great demand by libraries, colleges, research workers, and students of public affairs.

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* An address by Dr. Tracy F. Tyler, secretary and research director of the National Committee on Education by Radio, before the Annual Convention of the National Association of Educational Broadcasters, Iowa City, Iowa, September 10, 1935

I mentioned the Committee's periodical, Education by Radio. To make this publication as effective as possible we need more news from the educational stations. This should concern particularly novel and outstanding projects which the various stations are carrying on. As an example of the type of article which is particularly effective may I cite the September 19, 1935 issue, advance copies of which have been placed in your hands. The article concerning the new studios at WHA and the pictures which supplement the description will not only prove a valuable as suggestion to persons in other parts of the country but will be helpful also to the authorities in charge of WHA. We have printed a larger edition than usual of this issue. The extra copies have been furnished free to the Wisconsin authorities. They will be distributed to key people in the state. The National Committee on Education by Radio will be glad to render a similar service to any of the other members of this Association.

The members of your Association can assist our organization in keeping in touch with newspapers and periodicals. Clippings, or better still, copies of publications containing accounts of educational broadcasting or other material which might prove valuable would be gratefully received at our office.

A third function, and an important one, has been to encourage as well as to carry on research in education by radio. The study of radio broadcasting in the land-grant colleges and state universities, and the studies made annually of educational broadcasting being done by the state departments of education, the state teachers associations, and the state congresses of parents and teachers, are examples of the work which the Committee has done in the pursuit of this aim.

To secure to the people of the United States the use of radio for educational purposes is a function of the Committee to which many of its other aims contribute, but to which they are all subordinate. At the time of the Committee's

establishment, it appeared that education by radio would gradually become a thing of the past because of the apparent domination of broadcasting and its regulatory body by the commercial interests. By serving as a "holding company" or "mouthpiece" for all of the educational groups of the country, the National Committee on Education by Radio amplified the relatively weak voice of education and secured the attention of and a hearing from the broadcasters, the regulatory body, and the public at large. The various steps which have been taken in the accomplishment of this and the improved situation which has resulted are both too well known by members of this group to need enumeration.

In enumerating the services which have been rendered by the National Committee on Education by Radio I referred briefly to our contact with the regulatory body. We keep closely in touch with the Federal Communications Commission and with the Congress. We secure copies of the various bills introduced both in the Senate and in the House. We communicate with the members who introduce the bills, and place ourselves at the service of any Senator or Representative or of any Congressional Committee when we can furnish helpful information.

Time will not permit me to cite the various and sundry bills which were introduced into the first session of the Seventy-fourth Congress. However, it is evident from the nature of some of them that the Committee's proposal for a supplemental national chain to be operated by the government is receiving serious consideration in legislative circles.

One of the best methods of determining the attitude of the Federal Communications Commission is thru the public utterances of its members. We secure copies of every public address made by a member of the Commission. Whenever statements a are made which we deem important to education they are quoted in Education by Radio.

In my opinion, we now have in charge of radio regulation, a Commission which is more favorable to the point of view of the educational groups than has been the case since the first Radio Commission was appointed. May I indicate some of the factors which lead me to the conclusion?

Honorable Anning S. Prall, chairman of the Federal Communications Commission, on April 10, 1935, speaking over a combined NBC and CBS network, stated:

> "The Federal Communications Commission is determined to clear the air of offensive programs and to encourage to that end broadcasters, who, regardless of the success or failure of the future of broadcasting, count only its present financial possibilities."

Less than a month later, speaking before the sixth annual Institutefor Education by Radio, Chairman Prall told us:

> "You have my assurance now that we are ready to cooperate fully with you and to contribute as far as possible to the final and complete development of a definite, practical, and workable plan for the extension, expansion, and modernizing of education by means of radio broadcasting."

Two months later Chairman Prall informed the members of the National Association of Broadcasters that the Federal Communications Commission had "injected a bit of New Deal in radio during the past few months." He further elaborated upon the intention of the Commission to eliminate fraudulent advertising as well as programs not clearly in the public interest. He made it clear that, whereas the Commission was not permitted to censor programs, it could and would consider whether the programs which had been broadcast complied with the mandate of serving public interest, convenience, and necessity, and emphasized the fact that each broadcasting franchise was contingent upon such a yardstick.

A second member of the Federal Communications Commission who has appeared in the public eye because of his public addresses has been Commissioner George Henry Payne. Mr. Payne is a widely known and experienced journalist. Altho he

is not a member of the broadcast division, his study of radio broadcasting has made him more than an ordinary authority in this field. Speaking before the Harvard University Graduate School of Business Administration on May 14, Commissioner Payne placed his finger on the weak spot in American broadcasting when he said:

> "As the president of the National Broadcasting Company has stated, very frankly, this company was established'as an indirect sales promotion agency for the radio manufacturing industry.' Naturally, with such a beginning, the character of the program offered was purely commercial, and if really fine things have crept in, it has been largely as a sop to Cerberus, and only because there has been growing, and growing rapidly, a demand that the cultural aspects of radio should be given more consideration."

More recently, on August 21, to be exact, he addressed the American Association of Agricultural College Editors meeting at Cornell University. He criticized the political activities of the broadcasters. He deplored tha fact that in America "the cultural aspects of radio are made secondary to its commercial aspects." He ridiculed the idea that radio was or could ever become a "Fifth Estate." He pointed to the necessity for the establishment of a bureau of standards with regard to the character of radio programs, and then contributed the following pertinent observation:

> "When we stop to realize that the radio in this country is practically entirely in the hands of those interested solely in its commercial aspects, we are inclined to wonder what might have happened to civilization if the press had been for about five hundred years controled by commercial agencies, and educational and political reformers had been unable to get their ideas into circulation because the commercial control found it could make more money by appealing to the tastes and interests of the less intelligent rather than the more intelligent."

Before I leave the discussion of the Federal Communications Commission I would like to direct your attention to the attitude held by members of the Commission toward one of the trade magazines of the radio industry. It is a publicatio

with which we are all familiar and to which most of us frequently take violent exception. In a signed letter which I received a few days ago, a member of the Commission made the following statement in referring to those in control of the periodical:

> "These fellows have thoroly discredited themselves by their tactics and their unfairness, as well as their selfishness. If, however, they continue to persist in an attack that is detrimental to the interests of radio and intelligent broadcasting, it is quite possible that a Congressional investigation may be necessary in order to cure the situation."

For some time educators have realized how important it would be were a study to be made of school broadcasting not only in the United States but in the principal European countries, especially Great Britain. Experiments in the use of radio to supplement the work of the classroom teacher have been carried on for a sufficient number of years to make it possible now to evaluate the results. As I mentioned earlier in my remarks, one of the functions of the National Committee on Education by Radio is to encourage and participate in research in education by radio. When the General Education Board decided to make available the funds necessary and invited your speaker to make this study, it fitted in nicely with the aims of the Committee. In order to collect the data necessary to carry on this study, your speaker will be absent for several months from his regular duties. However, services of the Committee will continue as heretofore under the direction of my efficient secretary. In this work she will have available the guidance and counsel of the members of the Committee, as well as of Mr. Morgan, and Mr. Perry.

In prosecuting a study of the effectiveness of presenting by radio, materials which supplement the classroom work in elementary and secondary schools, I should like to have all of the assistance which each of you can give me. Many

members of this Association are presenting programs intended for school use. As a result of your experience you have discovered many problems about which you would be happy to find solutions. If you will outline and mail your problems to me I will endeavor to secure the answers to them as part of my study. Since I am to sail about the first of October, it is important that you send these questions to me immediately.

Thanks to the assistance which has been rendered to me by some of the members of this group as well as by others, I have tabulated already a number of questions which I hope to answer in connection with my investigation.

One correspondent wants me to discover how to make brodcasts dramatically satisfactory without departing so far from the usual school procedure that teachers will decide that the broadcast is not educational.

A second wishes to know the extent to which the European governments broadcasting services are using broadcasts into classrooms as a means of indoctrination of children in the political philosophies actuating the national governments doing the broadcasting.

Another wonders what method is used to teach teachers to use radio effectively.

Still another is curious to know whether there should be a division in responsibility in the presentation of school broadcasts as between the national, state, and local authorities.

A fifth believes that too much school broadcasting has consisted in duplicating over the radio what is now being done in the classroom. He hopes that the study will discover specific ways in which radio can render a unique service. Time will not permit me to mention other equally pertinent suggestions.

In closing, permit me to express the appreciation of the Committee and of myself personally for the splendid service that your president, Mr. Griffith, has rendered to us. He has been present at every one of our meetings since his election a year ago. His counsel and guidance have been of inestimable value to us during one of our busiest and most important years.

1935

PROGRAM
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
SEPTEMBER 9 & 10 ---- IOWA CITY, IOWA.

River Room of the Iowa Memorial Union.

MONDAY, SEPTEMBER 9.

9:00 A.M. Registration and visit to WSUI.

10:00 A.M. Professor Harold G. Ingham, Director of KFKU, Lawrence, Kansas, presiding.

Address of Welcome - Dr. E. A. Gilmore, President, University of Iowa, Iowa City, Iowa.

Response and Address - W. I. Griffith, Pres., N.A.E.B., and Dir. of Radio Station WOI, Ames, Iowa.

Address - "A Radio Introspection" - Harold A. Engle, promotion manager of WHA, Madison, Wisconsin.

Address - "A Syndicated Radio Service" - Charles A. Taylor, Cornell University, Ithaca, New York.

Report of Committee on proposed recorded programs - Chrm., T. M. Beaird, Norman, Oklahoma.

NOON RECESS

1:30 P.M. Address - "How May The Educational Broadcasting Stations And The U. S. Office of Education Best Serve Each Other" - Dr. C. M. Koon, Senior Specialist in Radio & Visual Education, Washington, D. C.

Address - "Are Intercollegiate Radio Debates Justified" - F. L. Whan, Instr. in Debate, Iowa State College, Ames.

Address - "Ohio's Junior College of the Air" - R. C. Higgy, Dir. of Station WOSU, Columbus, Ohio.

Report of Committee on Federal & Educational Program Development - Chrm., Frank E. Schooley, Urbana, Illinois.

Discussion - "Station Radio Problems".

THE OHIO EMERGENCY RADIO JUNIOR COLLEGE*

The Ohio Emergency Radio Junior College was established in February 1934 as a cooperative project of the Ohio Emergency Schools Administration and the Ohio State University. The purpose of this project has been to make available instruction of college level to radio listeners within the range of Station WOSU, the station owned and operated by the Ohio State University.

The courses presented in the Radio Junior College are, for the most part, special courses prepared and adapted for radio presentation. In a few cases regular university classroom courses have been broadcast when these were found to be well adapted to radio presentation. These latter courses were principally of the lecture type in which the class participated to only a limited extent. The instructors for all courses have been members of the regular faculty of the Ohio State University, and the radio courses have been considered in most cases as part of their regular teaching load. Courses have been broadcast in Spanish, history, psychology, English, political science, French, sociology, philosophy, engineering, education, art appreciation, home economics, geography, music, and poultry husbandry. Some of these courses have been broadcast three or four days each week.

The Ohio Emergency Schools Administration, a division of the state relief organization, administered largely thru the federal relief administration, has cooperated in providing funds for the employing of office assistance, printing and mimeographing of supplementary lesson material, mailing and distribution of such material, county radio teachers, and all office supplies and materials. The university has contributed the facilities of the station, the instructural staff, and the supervision of the work. In addition ten university students were employed

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*An address by R. C. Higgy, director, radio station WOSU, the Ohio State University, before the annual convention of the National Association of Educational Broadcasters, Iowa City, Iowa, September 9, 1935. Mimeographed and distributed thru the courtesy of the National Committee on Education by Radio, 1201 Sixteenth Street, Washington, D. C.

under the student FERA setup to assist in the preparation of mimeographed lesson material.

The program offered by the radio junior college conforms to the general program of the university, the quarter system being in use. From five to eight courses have been offered each quarter since the winter quarter, 1934, and it is expected that the work will continue thruout the 1935-36 school year.

Regular university credit is not given for successful completion of the radio courses. For the radio courses that are similar to established classroom courses radio students may, with the approval of the department concerned, take proficiency examinations, should they later enter the university for regular work in person. Regular examinations are given as a part of the radio courses, and students are encouraged to take these examinations as a part of the educational process. All students have been asked to fill out registration cards which entitle them to receive the supplementary lesson materials and other information necessary for them to follow the courses for which they register.

For most of the radio courses brief mimeographed texts or lesson outlines have been prepared and distributed, free of charge, to each student. In some cases this material has amounted to over one hundred pages of material and in other cases just a few pages. Three courses have been offered requiring a regular textbook.

The program of the radio junior college has been developed primarily for the benefit of those persons who desire to continue their education, but for various reasons do not find it possible to attend college or university in person. As such, the project has appealed to the relief directors and we have had commendable support in carrying on the work. All of the courses have been aimed at a college level, appealing and directed to high-school graduates. Our experience has

determined definitely that there is a considerable need and desire for this type of instruction. Enrolments have steadily mounted each quarter with as high as 1200 different students enroled in a single course. The total enrolment has varied from 624 to 1538. The average student enrols for three radio courses.

With the assistance of the bureau of educational research of the Ohio State University, a detailed analysis of enrolment cards for the autumn quarter, 1934, was made. A complete report of this analysis can be secured upon application to the bureau, but I should here like to call your attention to a number of significant findings. We found that 75 of the 88 counties of Ohio were represented in the enrolment. The students' ages ranged from 17 to 80 years, the median age being 31. 18 percent were under 20 years of age; 12 students were over 60; and one woman was 80. The women were older than the men, median ages 33 as compared with 24. The women students were three times as numerous as men. 85 percent of those enroled were American born. 88 percent gave town and city addresses, the remaining 12 percent rural. Approximately one person in each four indicated a desire to sometime secure credit for the work. Those persons desiring credit were almost always younger people who entertained a desire to attend college. 23 percent of those enroled during the autumn quarter had been previously enroled in the radio junior college. 88 percent of the enroled students were high-school graduates, 16 percent having graduated from high school between 1930 and 1934. 35 percent of those enroled reported having attended a college or university, 15 percent having received a degree. 19 percent reported having attended business or other professional schools since their graduation.

It can clearly be seen from the above information that the work of the radio junior college appeals to a medium-aged group. Their desire is largely to secure additional instruction without regard to receiving any type of credit for their

efforts. The interest expressed by many of the radio students has been a surprise to the instructors. One professor commenting upon the results of an examination remarked: "The distribution of grades is almost the same as that for students who took the examination in class. I figure that the radio group is somewhat handicapped by lack of a textbook and also by losing twenty minutes of the period in the early part of the course. The result is rather encouraging as to the extent to which the materials went out on the radio, or discouraging to the university if the students in the classroom don't get any more by being there than they could by simply listening in from the outside." This particular course was broadcast directly from the classroom and did include some discussion from the class. Conditions were such in this class that the classroom discussions could be broadcast satisfactorily.

The continuity of interest in the radio junior college from quarter to quarter is interesting. Approximately 4000 different individuals were enroled during the first five quarters; over 1000 having been enroled for two or more quarters. This continuity of interest together with a steadily mounting enrolment leads us to believe that there is a definite place for this program in Ohio. An analysis of course enrolments and student interest shows clearly that courses, well organized, and for which an extensive mimeographed text or outline is available, are desired. Courses using a textbook have also proven satisfactory. One textbook publisher cooperated in determining the sales of a certain book used in one of the courses. A check with enrolment figures showed that a few more books were sold than we had enrolments for. This indicates a much larger audience than our enrolment figures show.

The cost of conducting the radio junior college and the amount of effort involved may be of interest. Three full time office workers have been required to handle

the many details involved. The operating budget, which includes the salary of these three people and all office supplies, printing, and postage, has totaled about $2000 for each three-month period. In addition to this, $150 per month has been paid at the rate of forty cents per hour for the ten FERA students. When authorization was given during the spring quarter to frank the material mailed to students a saving of $200 per month was effected. This franking privilege was obtained thru the Emergency Schools Adminstration and is now extended to all authorized relief projects.

The Ohio Emergency Schools Administration employed from fifteen to twenty county radio supervisors during the past year to assist in publicizing radio classes thruout the state. These county radio teachers were supervised by the administration, and, unfortunately, were not very well organized. Several of the county radio teachers were quite active and successful in interesting students in the program of the radio junior college, but for the most part these couty radio teachers contributed little to the work. Their duties were to acquaint all people, as fully as possible, with the program by securing articles in the press and making appearances before clubs and other meetings. They assisted, to some extent, in enroling students in their own localities. A few classes were organized and met regularly to listen to and discuss the radio lectures. As an example of what can be done by such a county teacher, under proper conditions, the activity in Erie County, on the shore of Lake Erie, 125 miles north of Columbus, can be cited.

The county teacher at that point organized three classes which met regularly during the past year. She organized her people in such a way that there would be no hesitation about meeting in the homes of the listeners, thus contributing something of a social value to the class. Frequent notices of the class meetings were carried in the news and society columns of the county papers. The average group

attendance was fifteen persons. The usual procedure at the meeting was to listen to the particular lecture, after which there was discussion on the various points brought up in the lecture, or provided in the supplementary outline obtained from the instructor. In some cases the radio teachers acted as group leaders, while in other cases a leader was appointed from the group.

One interesting case in a rural section of Ohio was found where a county teacher found it impractical to assemble groups. Notebooks were provided for a group of listeners, however, and the county teacher visited each student at regular intervals and discussed the notes that had been made by the student. A complete report on the activities of listening groups in the Ohio Emergency Radio Junior College was made by C. W. Pettegrew, of the WOSU staff, in the February 28, 1935 issue of Education by Radio published by the National Committee on Education by Radio.

We have made application to establish the radio junior college project thruout the school year, 1935-36, as a WPA project. The Emergency Schools Administration has requested this procedure. Present plans also call for supervising directly from the junior college office at WOSU a staff of forty county teachers. These teachers will be employed by the county relief chairman, but their activities and work will be directed from one central source. We hope that in this manner full benefit of the opportunity of making personal contacts in the county will be obtained. These county teachers receive from $50 to $70 per month, depending upon the population of the county, and are usually unemployed school teachers. The total budget requested, including the salary of the county teachers, amounts to nearly $30,000.

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SUPPLEMENTAL BROADCASTING SYSTEM AS PROPOSED BY THE
NATIONAL COMMITTEE ON EDUCATION BY RADIO
A PUBLIC BROADCASTING SERVICE

(Address by Dr. A. C. Crane, President, University of Wyoming, Laramie, Wyoming, before the National Association of Educational Broadcasters, Iowa City, Iowa, September 9, 1935)

The National Association of Educational Broadcasters meets here tonight in Iowa City at this great University. Why call the delegates to this conference "Educational Broadcasters?" All broadcasters are educators of their audiences, a fact often overlooked. The distinguishing purpose of this group is that they place education first while other broadcasters make education an incidental matter. To state it another way, this group aims primarily to advance American culture. All broadcasting influences the listeners, raising or lowering their standards of taste, information, and ideals.

A simpler title for this address would be "A Public Broadcasting Service." The term "educational" suggests schools, but broadcasting is bigger than schools. It is the greatest instrument since the invention of printing for the entertainment, the information, and the education of all citizens. It talks to millions of homes both far and near. It calls a whole nation instantly into conference. It transforms America into one great town meeting. The ships upon the sea, the planes in the air, the speeding car or train, the desert and the mountain top are reached alike by this modern wizard. It is the most powerful instrument ever invented for effective team work by a whole nation. It can give all the people America's best in thought and entertainment, or it can broadcast the inferior and the poorest. The life of all America can be elevated or debased by the use made of radio. It can raise us up or put us down. It is a public instrument that should be used for public good.

How can America make the best use of instantaneous, universal communication? That is what interests this conference of educational broadcasters. That is what concerns the millions of listeners on nineteen million receiving sets. In ancient story Alladin rubbed a magic lamp and powerful spirits fulfilled his every wish. Today radio is a more wonderful wizard than commanding the spirits of the air. How shall we use it? For what shall we wish? We have enslaved nature's giant, what shall we make him do? It is my privilege tonight to present a plan for assuring for America the best possible use of this new marvel. Before presenting the plan, let us ask ourselves what we wish broadcasting to be and do.

First, radio broadcasting--this great new agency--should be so guided and controlled as to insure to this nation the greatest possible social values. The social welfare of the nation should be the conscious, decisive, primary objective, not merely a possible by-product incidental to the greatest net returns to advertisers and broadcasters.

Second, the wholesome needs and desires of listeners should govern the character, the content, and the relative extent and frequency of broadcast programs. Variety sufficient to satisfy the tastes of all groups of effective size should be provided. Material detrimental to the welfare of listener groups should be eliminated regardless of commercial profit.

The listener pays all the bills. The nineteen million receiving sets in listeners' homes are over ninety percent of the entire radio investment. New sets and supplies cost the American listeners $300,000,000.00 last year alone. There are no vested rights which supersede the listener's.

Third, responsible groups, even though minorities, should not be debarred from broadcasting privileges because of their relative size, for radio is but the amplification and extension of the individual's free speech and discussion.

Freedom of the press has been maintained in America as the fulfillment of freedom of thought and speech. The telephone, the telegraph, and the mail are open to all citizens. In so far as radio's limited resources will permit, freedom of speech on the air must be assured.

Fourth, positive, wholesome broadcasts for youth at home and in schools should be provided. The impressionable, defenseless minds of children and youth must be protected against insidious, degenerative influences.

Radio must lend its magic to the service of the schools. Thirty million of America's youth in schools must enjoy the stimulus of broadcasting in music, in drama, in science, in history, in all that will improve instruction. Radio must enter the schools, but how can it if advertising must pay the costs?

Fifth, the best that America produces of culture, of entertainment, of information, of statecraft, shall have place on the air available to all the people. Today too often slap stick vaudeville and cheap dance [illegible] all that is available. Why amplify and extend the tawdry and inane?

Sixth, radio should be an instrument for making more effective a government of, for, and by the people. Discussion of live, controversial issues of general public concern should be encouraged for the safe and efficient functioning of a democracy and should not be denied a hearing because offensive to powerful advertisers or other groups.

Broadcasting must not become merely a means of partisan propaganda. Criticism as well as commendation must be allowed on the air. All sides of important questions should be presented to the listeners. Broadcasting should be used freely for public business and public welfare.

Seventh, broadcasting must never be permitted to become a monopoly of any organization or corporation, private or governmental. The inevitable censorship is too dangerous to democratic institutions. Monopoly of the air would be as menacing as a monopoly of the press. Freedom of the press is assured by a multiplicity of independent publishers. It is inconceivable that there could be freedom of the press with only two chains of newspapers permitted.

No groups of managers however wise or honest could be trusted with such power. If freedom of speech on the air is assured, if listeners' rights are to be paramount, if responsible minorities are to be protected, if youth is to be safeguarded, if the finest of American culture is to benefit everyone, if the incalculable values of universal communication to a democratic government are to be preserved, and if the menace of monopoly is to be avoided, the American people must demand an adequate share in the air for public broadcasting service. The National Committee on Education by Radio, in which this Association has membership, has studied this question for four years and now presents a plan for an American system of broadcasting. The basis of the plan is a public, non-profit system to supplement but not to supplant the present commercial chains.

The present commercial broadcasters have done a surprisingly good job of broadcasting, considering the limitations inherent in a system supported solely by the advertiser. The advertiser pays for time and his dominant interest is selling his goods; and public welfare is only incidental. If a program slightly below proper standards of good taste and decency by its sensationalism will gain the largest audience, it is satisfactory to the advertiser. If other broadcasts interfere with the big customers' sales program, the broadcaster is in a difficult position. He must censor programs by denying time. For example, the agricultural college broadcasts advice to farmers teaching them to make the best use of home-grown feeds. Such programs may offend large advertisers of patented stock food preparations and the station loses a paying customer, or else the college broadcast must be discouraged. Censorship is inevitable in the present system. The plan proposed is not harmful to present broadcasting agencies. It concedes their value and the service they have rendered. The plan does, however, recognize the inevitable limitations under which private profit-making broadcasting labors. The third public chain, with its affiliated local stations, can be established with little interference to present agencies. Twenty or ~~twenty-five~~ 25 percent of present available

channels would be sufficient for such a system. Broadcasting knows no state lines. It is as broad as the air, and the air belongs to everyone. It is unreasonable to ask that the public shall have for public broadcasting service twenty-five percent of the air, leaving seventy-five percent to private monopoly, particularly when the public, through its government, creates and protects the rights of private monopoly?

The establishment of a government system for public broadcasting is not government monopoly; it is not fascism in radio; it is not the English system, or the Russian, or the German, or the Italian. A third governmental chain operating parallel to and coincident with the two private chains avoids the danger of governmental monopoly. The combination of public and private systems is the strongest advantage offered by the plan proposed. The current arguments against a complete governmental system do not apply to the combined system. Freedom of the press is secured not so much by law as by the multiplicity of independent publishers. No newspaper can be too partisan, too misleading, too inaccurate, or it will be caught up and exposed by a competitor. There are limitations beyond which no newspaper dare go in editing the news, in coloring the facts, in repressing the truth, because some competitor will reveal its action. A radio system for America, composed of great private chains, a public chain, and affiliated local public stations, affords the utmost possibility of checks and balances. To capture control of such a system would be well-nigh impossible. Freedom of speech on the air would be assured within the unavoidable limits of radio's facilities and resources. America has placed her faith for safety and security in systems of checks and balances. Forty-eight states, sovereignties, are checks upon each other and upon the federal government. Legislative, executive, and judicial branches of government check and counter-balance each other. A system of broadcasting for America, including private chains, public chain, and local public stations, presents a combination which assures safety. The great menace of control broadcasting lies in the fact that the programs are nation wide, appeal-

ing to young and old, literate and illiterate alike. There is no other means of communication which reaches all the people. The press cannot combat false statements, dangerous propaganda, because there is no newspaper or periodical with universal circulation. Even if all radio listeners were subscribers to the same newspapers, not all listeners would be readers. The only safeguard against dangerous broadcasting is counter-broadcasting. The press can never catch up with a broadcast lie. Counter-broadcasting, equal in scope, is the only safeguard against the menace of false propagandizing broadcasts.

How would such a system of public broadcasting be controlled? The plan provides for a series of public boards, state, regional, and national, each exercising authority and direction within its own special province. The plan provides that these boards be as carefully selected as are judges, and that the members of these boards be leaders in public welfare, in realms of education, religion, medicine, agriculture, labor, music, drama, and in the dominant fields of American culture. There is no reason why we cannot secure as reliable, impartial and wise administrators of the public broadcasts as we do our judges and ~~our educators~~. The term of office of the members of these boards would be staggered so that a minority only ~~was selected~~ would change at any one time. This would prevent sudden seizure of control by changes in party government, either state or national.

The plan provides that local public broadcasting stations shall be assured of the right of affiliation with the public chain. The plan does not propose that the right of hook-up should not be extended to commercial stations, but the plan does provide that non-profit public stations shall be assured of this privilege. You directors of educational broadcasting know how valuable it would be to you in your program making to have the privilege of national hook-up. It would enrich your programs, increase your audiences, and multiply your usefulness. It would make available to your programs the best ~~America~~ the nation produces in entertainment, information, and statecraft. The National Committee on

Education by Radio has seen a steady elimination of education stations, and the creation of a monopoly of private broadcasting, until today non-profit public welfare stations share less than two percent of the radio channels. Ninety-eight percent of America's broadcasting is commercial. One of the weapons used in crowding out public broadcasting stations was the privilege of hook-up with national chains. The plan proposes that this privilege shall be forever assured to the non-profit public stations.

The plan proposes that there shall be a strong program of research to improve broadcasting technique, to ascertain public desires, to measure listeners' response. Such a program of research would naturally include cooperative experimentation and its sole objective would be to promote public welfare through radio.

Another feature proposed is a broadcasting service assured to public stations but not denied to any station. This service would make and distribute recordings of notable broadcasts. Already the industry is making large use of electrical transcriptions. A public service bureau might soon create great libraries of notable and valuable broadcasts for use by local stations at times when hook-ups were impossible. Particularly would such a library of recordings be valuable in public school broadcasting service. Such a service provided on a national scale could readily become self-supporting without ~~impossible~~ undue expense to the local stations. Encourage experimentation has been done to demonstrate

You now ask, how can such a system be established? There are many ways in which beginnings could be made of such a governmental system. The government could construct and maintain a few given stations, or the program could be presented without expensive construction by buying of time in existing Agencies, or by combination of government-owned stations and rented facilities. A government broadcasting program to the C.C.C. camps could easily be inaugurated and would be justified by the service to these six hundred thousand ~~enrollees~~.

Government agricultural extension service has made large use of broadcasting in the past. The effectiveness of the millions now contributed by the government to agricultural extension would be increased and promoted by more complete and extensive use of radio, both local and national. It is far cheaper to ~~talk~~ broadcast to the farmers of ~~the~~ a state, ~~or~~ region, or nation than to visit them by any possible organization of county agents. The plan is feasible, and practical. It requires for its trial a single act of Congress, creating the controlling bodies and making a small appropriation. Canada maintains a government system of broadcasting over an area as large as the continental United States with an annual cost of a million and one-half dollars. Ten cents a year for each youth in America's schools would equal three million dollars annually. A small percentage of the amount spent for C.C.C. camps or for agricultural extension would be sufficient to give the government system a trial. Rented time for two hours daily for public bdcstg service would not interfere with present programs. (Single hour or two) In fact private agencies should be as willing to sell time to the public as to advertisers, perhaps also relieving themselves of embarrassing requests for free courtesy time. National, regional, and local bdcstg which takes to 20,000,000 homes is the most potent instrument since the printing for the service of ~~the people~~ a nation.

Scanned from the National Association of Educational Broadcasters Records
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